

Highly Qualified, Effective Teachers: How to Achieve Equitable Distribution

Leading Change
June 28th, 2011

Session Overview

- *What the Research Says...*
- *Strategies and Resources*
- *Arizona Framework for Measuring Educator Effectiveness*
- *Implementation*
 - *ALEAT Goal #2*
 - *5 Strategies*
- *Resources*
 - *School Fast Facts*
 - *Proxy Indicators*

What the Research Says

Student achievement is very highly correlated with student poverty and race

- Schools with large concentrations of poor and minority students are much more likely to have under-qualified and novice teachers
- There is more teacher turnover in high-poverty, high-minority schools
- Teachers are likely to move to schools that:
 - Are closer to teacher's home
 - Have fewer minority and poor kids
 - Have higher achievement

What the Research Says

- 40% of teachers who moved to a new school did so most commonly for an opportunity for a better teaching assignment
- 46% of all teachers leave the profession within 5 years of entering it
- Numerous studies have demonstrated that teachers improve the most over the course of their first years in the classroom, then level off in “effectiveness”
- Study after study shows that a twenty-year teacher is no more “effective” than a five-year teacher

What the Research Says

Equity Issues Within Schools

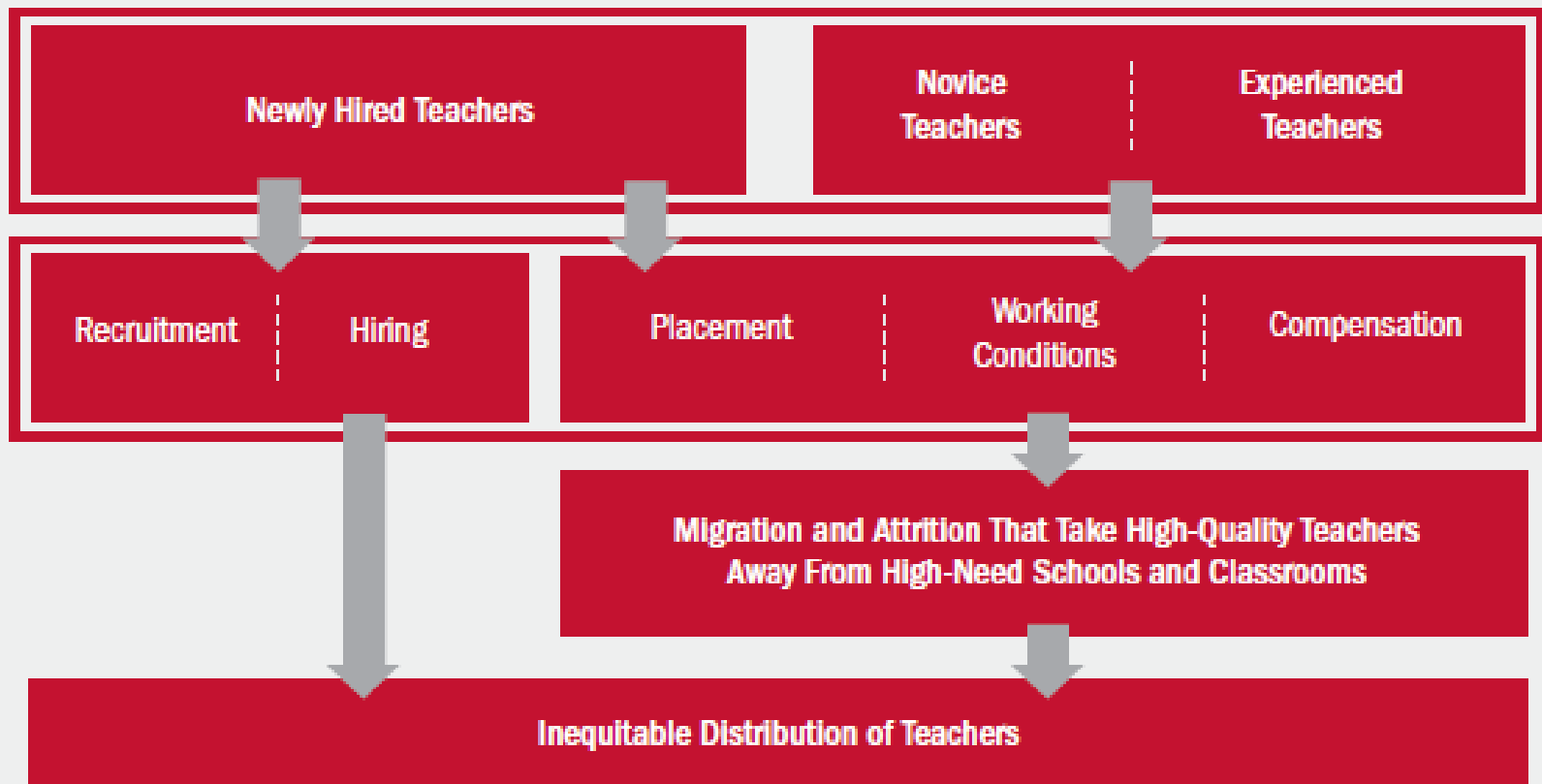
- Ninth grade students are more likely than their upper-grade peers to be taught by inexperienced, uncertified teachers
- “Transition Shock”: Decline in academic performance after transitioning to a new school; especially at the middle school levels

The Assumption

- Getting more highly-qualified, “effective” teachers into high-poverty, high-minority schools should improve educational opportunities for poor and minority students

Contributors to Inequitable Distribution

Figure 1. Contributors to Inequitable Distribution Across the Teacher Career Continuum



Conditions Affecting Equity

Achieving Equitable Distribution of Effective Teachers

| Condition | Possible Solutions | Challenges to Possible Solutions | Resources |
|---|--------------------|----------------------------------|-----------|
| Differentiation in Teacher Quality (New Teachers, Experience, Effectiveness, etc.) | | | |
| Recruitment of Teachers at Particular Schools | | | |
| Retention of Teachers at Particular Schools | | | |
| Teacher Shortages in Particular Content Areas (Mathematics, Physics, etc.) Regardless of School | | | |
| Leadership (LEA and/or School) | | | |
| Climate/Culture/Working Conditions (LEA and/or School) | | | |
| | | | |
| | | | |

Conditions Affecting Equity

Achieving Equitable Distribution of Effective Teachers

| Condition | Possible Solutions | Challenges to Possible Solutions | Resources |
|---|--|---|---|
| Differentiation in Teacher Quality (New Teachers, Experience, Effectiveness, etc.) | Example - Provide targeted professional development based on identified deficiencies | Example - Evaluation system doesn't truly measure strengths/weaknesses to guide/inform PD | Example - AZ Framework for Measuring Educator Effectiveness; Title IIA Expenditure Guidance on evaluation systems |
| Recruitment of Teachers at Particular Schools | | | |
| Retention of Teachers at Particular Schools | | | |
| Teacher Shortages in Particular Content Areas (Mathematics, Physics, etc.) Regardless of School | | | |
| Leadership (LEA and/or School) | | | |
| Climate/Culture/Working Conditions (LEA and/or School) | | | |
| | | | |
| | | | |

Recruitment:

We Have Come A Long Way!!!

- I promise to abstain from dancing, immodest dressing, and any other conduct unbecoming a teacher and a lady.
- I promise not to go out with any young man except as it may be necessary to stimulate Sunday-school work.
- I promise not to fall in love, to become engaged, or secretly married.
- I promise to sleep eight hours a night, eat carefully, and to take every precaution to keep in the best health and spirits, in order that I may be better able to render efficient service to my pupils

Recruitment Strategies

- *Create incentives for earlier retirement and transfer notification to allow for earlier hiring
- *Know the position and how to detect a successful candidate – Accurate job descriptions!!!!
- *Consider who should be involved in the hiring process
- *Expand the candidate pool through outreach activities, advertising campaigns, job fairs, and grow-your-own programs
- House Bill 2011 - School districts are prohibited from using tenure or seniority as a factor in determining which teachers can be laid off, and do not have to honor seniority when rehiring

*TQ Center: Teacher Hiring, Placement, and Assignment Practices –

http://www.tqsource.org/publications/KeyIssue_HiringPlacementAssignment.pdf

Recruitment Resources



State of Arizona
Department of Education

Guidance-Title II-A Funding Recruitment Stipends (ESEA, Section 2123)

Local Education Agencies (LEA) may utilize Title II-A funds to offer recruitment stipends for initial hires and/or district transfers who are assigned to teach core academic subjects in which there exists a documented shortage of highly qualified teachers within a school or LEA, or to achieve the "equitable distribution of effective teachers".

Recommendations:

- Local governing board approval of recruitment stipend policies and procedures.
- Recruitment stipends must be tied to a documented need.
- If the LEA chooses to pay recruitment stipends, they must be listed as a strategy or action step in Goal 2 of the LEA Continuous Improvement Plan on ALEAT.
- Clearly defined criterion indicating eligibility for the recruitment stipend that include:
 - ✓ Initial Hires:
 - ❖ Content Competence (highly qualified) for all core academic positions assigned to teach.
 - ❖ Appropriately certified for all core academic positions assigned to teach. (Charter schools teachers are exempt from this requirement with the exception of special education.)
 - ❖ Record of success in helping low-achieving students improve their academic achievement.*
 - ✓ Transfers (may occur within a school or between schools):
 - ❖ Content Competence (highly qualified) for all core academic positions assigned to teach.

Appropriately certified for all core academic positions assigned to teach. (Charter schools teachers are exempt from this requirement with the exception of special education.)
 - ❖ Record of success in helping low-achieving students improve their academic achievement.

*Initial hires "new to the profession" are eligible for a recruitment stipend. See Retention Stipend Guidance for further information regarding year 2.

Retention Strategies

- Create a comprehensive induction system in which mentoring and formative assessment are key components
- Create a mentor training program and guide for mentors and school leaders that includes topics such as distinctive learning needs of novices, how to provide new teacher supports, how to mentor new teachers, how to observe teaching practice, and how to assess professional growth
- Create diversified pay structures that reward quality performance and retention (e.g. retention stipend)
- Provide advancement and leadership opportunities for teachers

Retention Resources



State of Arizona
Department of Education

Guidance-Title II-A Funding Retention Stipends (ESEA, Section 2123)

Local Education Agencies (LEA) may utilize Title II-A funds to offer stipends to promote retention of highly qualified and appropriately certified core academic teachers who have a record of success in helping low-achieving students improve their academic achievement, particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

Recommendations:

- Local governing board approval of retention stipend policies and procedures.
 - ✓ Retention stipend will be paid after completion of the first day of school with students.
 - ✓ Retention stipends range from 10-20% of the teacher's base salary.
- Multiple measures to assess student growth.
 - ✓ "The various types of assessments of student learning may include: value-added or growth measures, curriculum-based tests, pre-/post tests, capstone projects, oral presentations, performances, or artistic or other projects". [Arizona Framework for Measuring Educator Effectiveness – Definitions p. 5]
 - ✓ Formative and summative teacher evaluations indicating a "record of academic success" in helping low achieving students improve their academic achievement.
- If the LEA chooses to pay retention stipends, they must be listed as a strategy or action step in Goal 2 of the LEA Continuous Improvement Plan on ALEAT.
- Clearly defined criteria indicating eligibility for the retention stipend (e.g., an LEA may require that teachers pass a rigorous content exam vs. using the HOUSSSE rubric to determine Highly Qualified Teacher status).
 - ✓ Minimal eligibility criteria:
 - ❖ Content Competence (highly qualified) for all core academic positions assigned to teach.
 - ❖ Appropriately certified for all core academic positions assigned to teach. (Charter school teachers are exempt from this requirement with exception of special education.)
 - ❖ Record of success in helping low-achieving students improve their academic achievement.

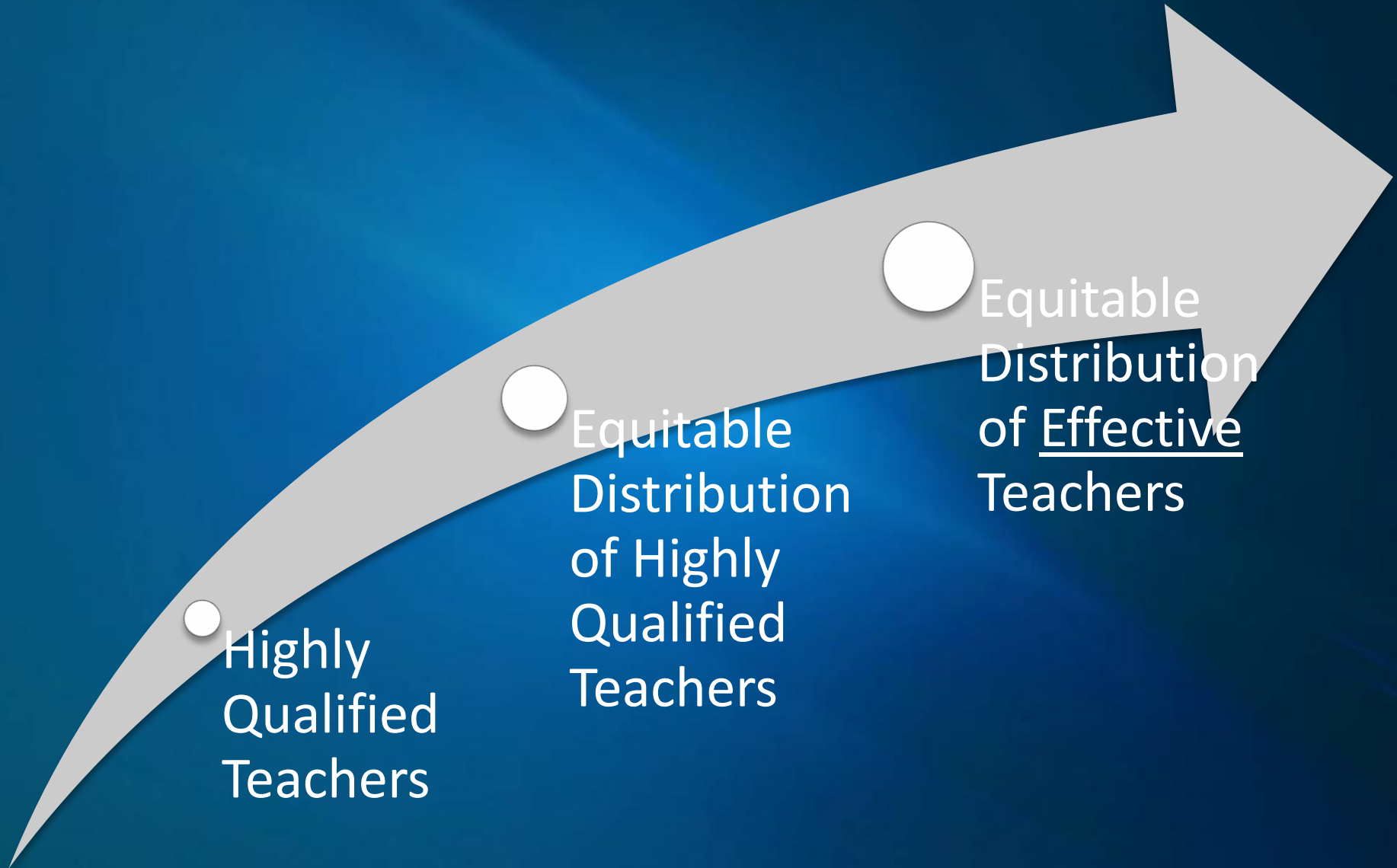
Working Conditions

- Research indicates clear and significant connections between teaching conditions and student achievement and academic growth (Hirsh, 2008)
- 32% percent of teachers who move to a new school do so because of dissatisfaction with workplace conditions (Luekens, 2004)
- Teachers associate positive working conditions most strongly with: supportive school leadership, a spirit of teamwork and cooperation, and a positive and caring atmosphere (Public Agenda, 2009)

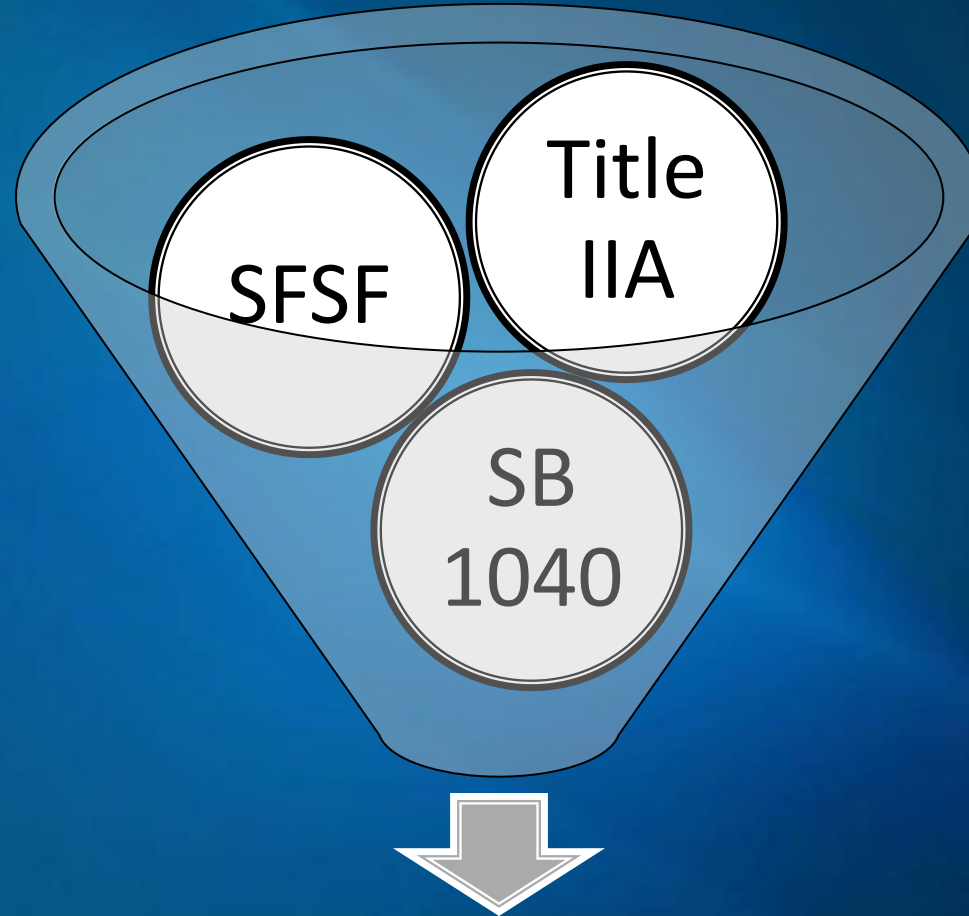
Working Conditions Strategies

- Leadership is the key – for principals and teachers
- Create clear standards and expectations for positive teaching and learning conditions
- Ensure the standards, guidance and accountability is in place to ensure new that educators get what they need to be successful
- Assess the quality of the teaching and learning conditions in schools
- Develop the data infrastructures necessary to warehouse and analyze data on teaching conditions and integrate it into school improvement planning

The Transition to Effectiveness



The Transition to Effectiveness



Educator Effectiveness

Arizona Revised Statute

§ 15-203(A)(38)

The State Board of Education shall...“on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013.”

Group A & Group B Teachers

- **Group A Teachers:** Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
- **Group B Teachers:** Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Framework for Teacher Evaluation Instruments—Group “A”

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|---|
| GROUP “A” (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas) | <ul style="list-style-type: none"> • AIMS • Stanford 10 (SAT 10) • AP, IB, Cambridge, ACT, Quality Core • District/Charter-Wide Assessments • District / School-level Benchmark Assessments, aligned with Arizona State Standards • Other valid and reliable classroom- level data <p><u>Required</u> Classroom-level elements shall account for at least 33% of evaluation outcomes.</p> | <p>AIMS (aggregate school, grade, or team level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Optional</u> School-level elements shall account for no more than 17% of evaluation outcomes.</p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</p> |

SAMPLE WEIGHTING GROUP “A”

- Sample 1:

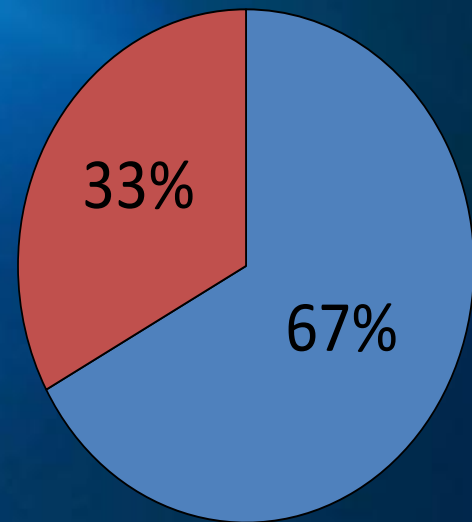
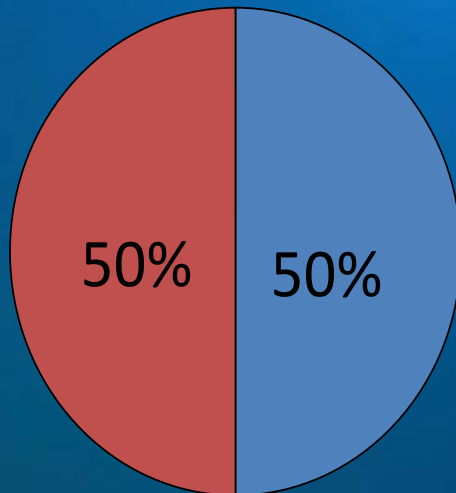
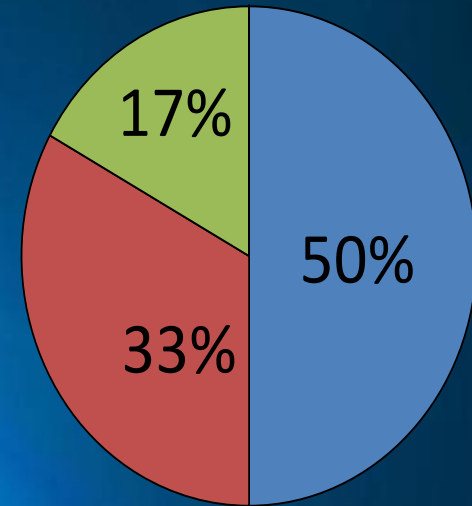
- 33% Classroom-level data
- 17% School-level data
- 50% Teaching Performance

- Sample 2:

- 50% Classroom-level data
- 50% Teaching Performance

Sample 3:

- 33% Classroom-level data
- 67% Teaching Performance



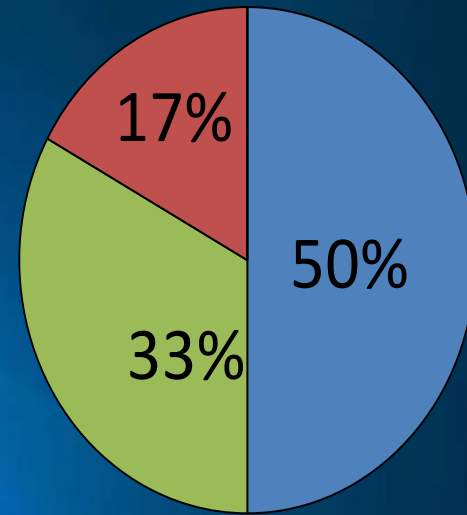
Framework for Teacher Evaluation Instruments—Group “B”

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|--|
| GROUP “B” (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.) | <ul style="list-style-type: none"> • District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Other valid and reliable classroom-level data <p><i>If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>AIMS (aggregate School, grade, or Team-level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade-level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Required</u> <i>The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> <i>Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</i></p> |

SAMPLE WEIGHTING GROUP “B”

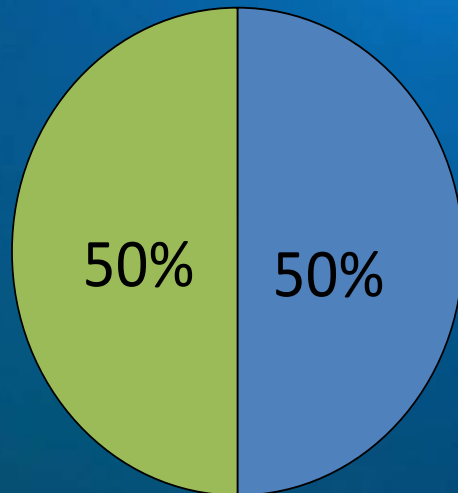
- Sample 1:

- 17% Classroom-level data
- 33% School-level data
- 50% Teaching Performance



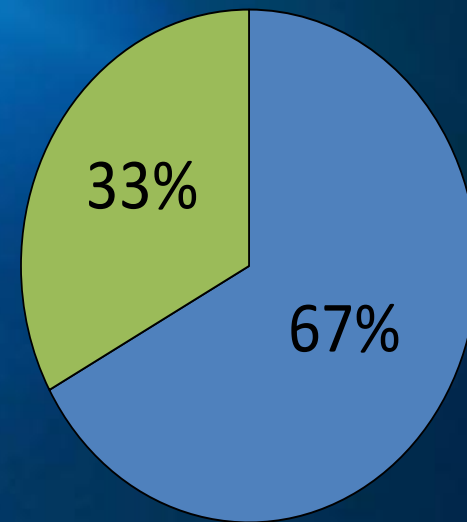
- Sample 2:

- 50% School-level data
- 50% Teaching Performance



- Sample 3:

- 33% School-level data
- 67% Teaching Performance



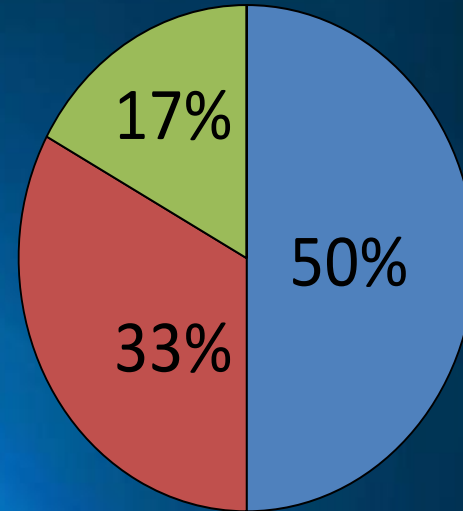
Framework for Principal Evaluation Instruments

| | School-Level Data | System / Program-Level Data | Instructional Leadership |
|----------------|---|--|--|
| ALL PRINCIPALS | <ul style="list-style-type: none"> • AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • AZ LEARNS Profiles • Other valid and reliable data <p><u>Required</u> School-level elements shall account for at least 33% of evaluation outcomes.</p> | <ul style="list-style-type: none"> • Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data <p><u>Optional</u> These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome</p> | <p>Evaluation instruments shall provide for periodic performance reviews of all principals.</p> <p>LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education.</p> <p><u>Required</u> Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.</p> |

SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

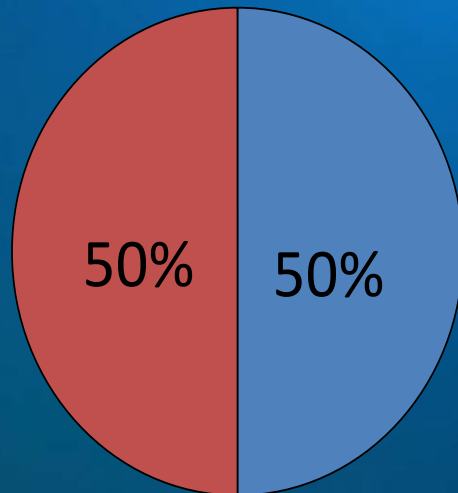
- **Sample 1:**

- **33% School-level data**
- **17% System/School-level data**
- **50% Instructional leadership**



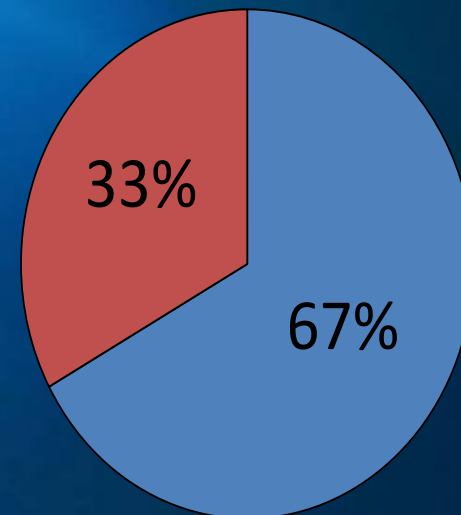
- **Sample 2:**

- **50% School-level data**
- **50% Instructional leadership**



- **Sample 3:**

- **33% School-level data**
- **67% Instructional leadership**



Resources – Educator Evaluation



State of Arizona
Department of Education
Guidance- Title II-A Funding

Use of Title II-A to Support the Development, Implementation, & Evaluation of Educator Evaluation Systems

Effective Teachers and Leaders (formerly Title II-A) is responsible for increasing student academic achievement through strategies that support improving teacher and principal effectiveness. All expenditures must adhere to the following Title II-A priorities:

- Improve the effectiveness of teachers and principals,
- Achieve equitable distribution of effective teachers and principals,
- Support targeted professional development based on identified needs, and
- Assist with the implementation of the Arizona Framework for Measuring Educator Effectiveness.

Expenditure Guidance:

- Hire a qualified external consultant to facilitate the development and/or revision of the Local Education Agency's (LEA) teacher and principal evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. A Scope of Work must be provided for approval.
- Provide stipends to certified staff to participate in collaborative activities to develop/revise the LEA's evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. To be eligible for stipends, these activities must be conducted outside the normal contract day.
- Pay allowable costs associated with participation in a consortium of LEAs to develop an evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness.
- Pay allowable costs associated with participation in a national organization to design valid and reliable assessment tools for non-tested subject areas/grades.
- Provide professional development (on awareness and implementation) to certified staff on the aligned LEA evaluation system (tools and processes).
- Provide initial and on-going professional development for evaluators on the aligned LEA evaluation system (tools and processes) to ensure fidelity of implementation and inter-rater reliability.
- Design targeted LEA/school professional development based on analysis of teacher and principal evaluation data and in alignment with the National Staff Development Standards (NSDC).
- Design individual professional growth plans and targeted professional development based on analysis of individual teacher and principal evaluation data in alignment with NSDC.
- Evaluate and modify the evaluation system (tools and process), based on data, to ensure that it accurately assesses teacher and principal performance.
- Title II-A funds may **NOT** be utilized to conduct reliability and validity studies of locally created assessments.
- Title II-A funds may **NOT** be used to pay for positions (full-time equivalents) to provide coordination or support for implementation the Arizona Framework for Measuring Educator Effectiveness.

The supplement not supplant requirement prohibits the use of funds provided under Title II-A to pay for services that, in the absence of these funds, would be paid from State and local funds.

Teacher and Principal Evaluation Resources at ADE

- The Arizona Framework for Measuring Educator Effectiveness can be found at:

<http://www.ade.az.gov/stateboard/downloads/ArizonaFrameworkforMeasuringEducatorEffectiveness.pdf>

- Questions and feedback about the *Arizona Framework for Measuring Educator Effectiveness* or other topics related to teacher and principal can be emailed to:

EducatorEvaluation@azed.gov

- Stay Tuned! More detailed information is forthcoming ...

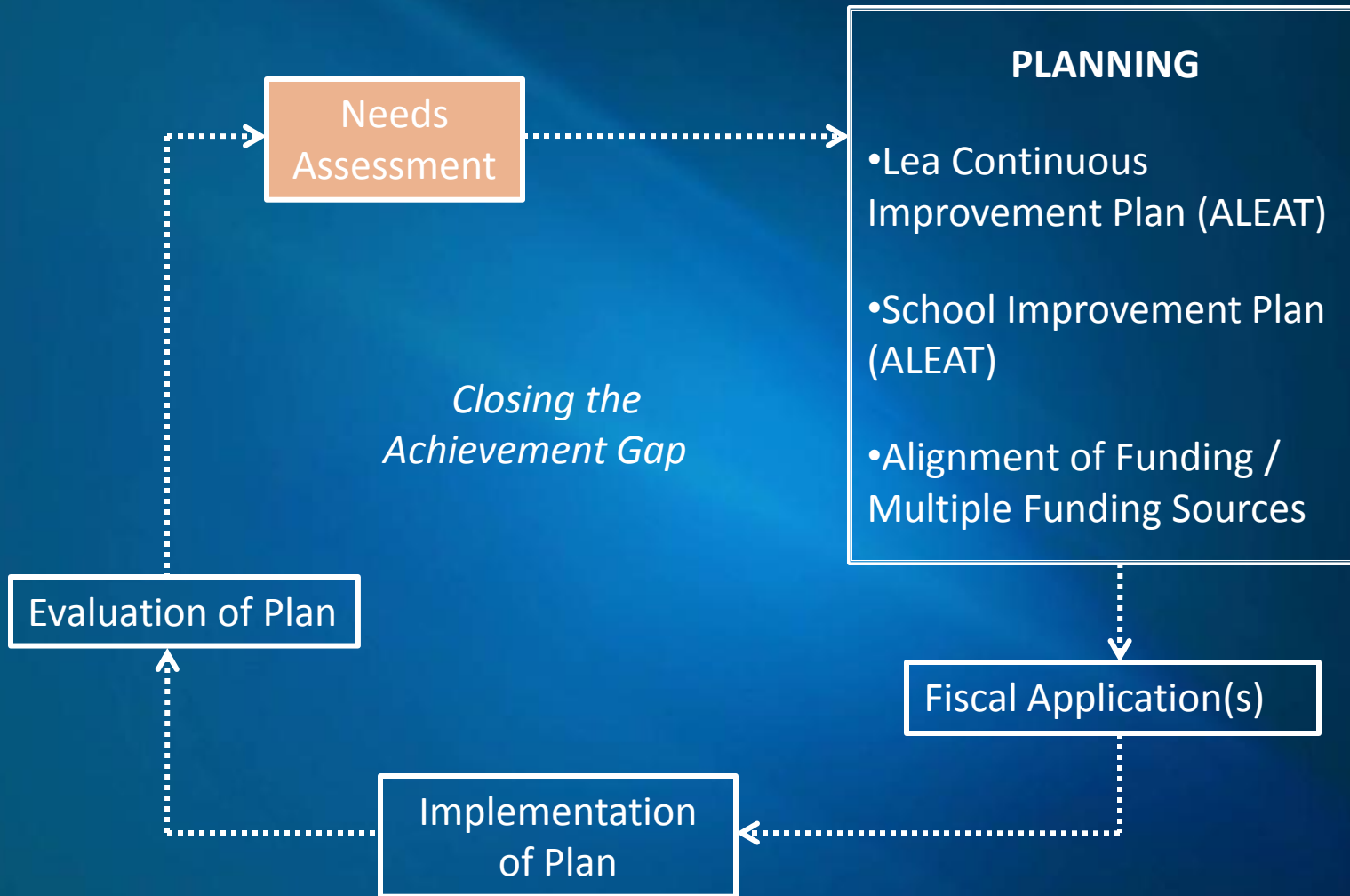
Quote from Arnie Duncan – April, 2011

“These are tough economic times. It can’t just be about more money; it’s got to be about existing dollars. Let me ask you to guess. What do you think we as a federal government spend each year on professional development, putting out to states and districts? What’s your guess? Title II money, what do think our budget is? ... We spend three billion. Three billion a year. I think that is probably the least effective money we spend. I lose sleep on that every single night. If I asked my good young teachers here how helpful, how productive is their professional development, I don’t usually get a rounding, you know, set of applause. So we are trying to really think through, given constrained resources, three billion dollars. That’s what we spend. States, districts, schools all spend additional; it’s probably five or six billion dollars. I think we’re getting very little bang for our buck there and so we’re trying to think through how can you use that money better to keep those good young teachers, who don’t burn out, and get the classroom supports they need. So again, we have to-----I’m pushing you guys to challenge the status quo—we’ve got to look internally. What can we put in place to try and ensure quality on that three billion dollars spent. I don’t feel good about that right now.”

-Transcription from Newark Town Hall Meeting – April, 2011

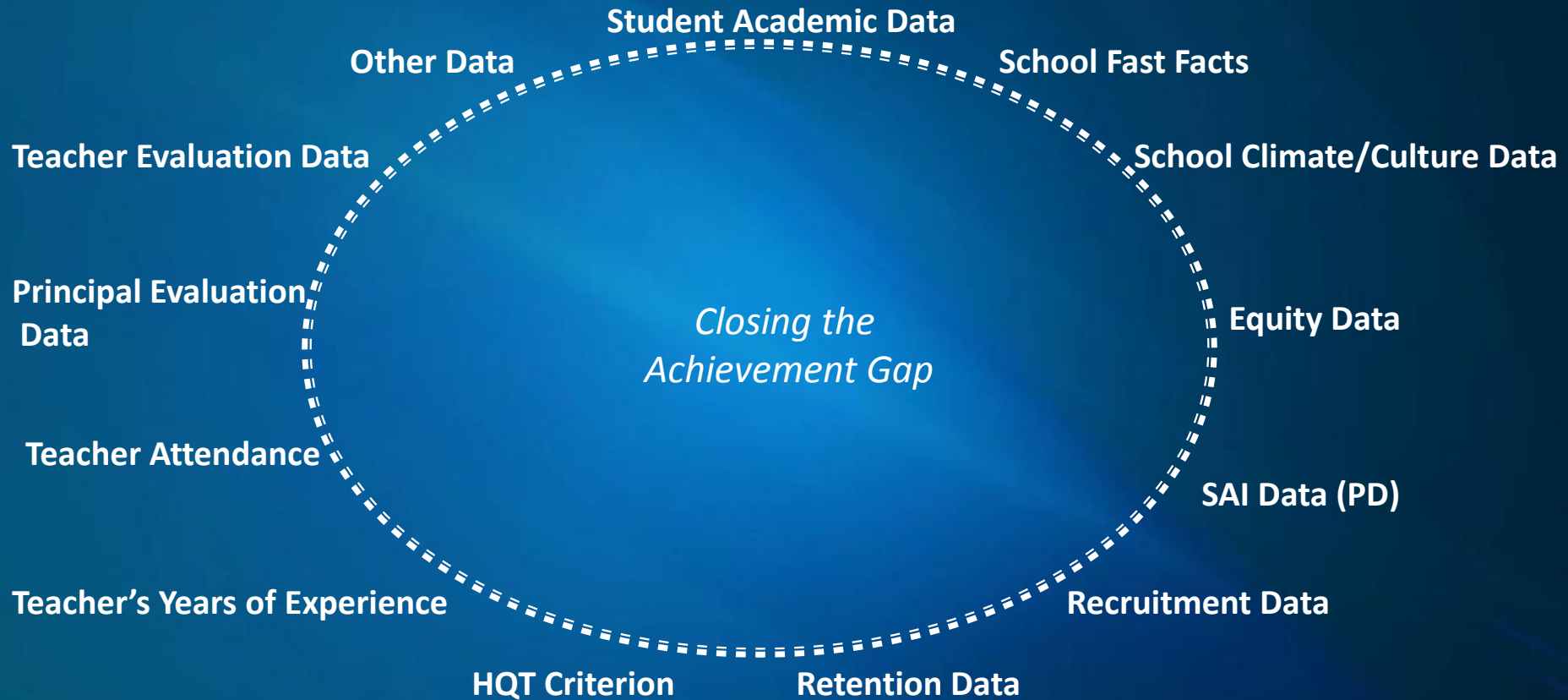
www.ustream.tv/recorded/14157960

CONNECTING THE DOTS



NEEDS ASSESSMENT

Title II Components



Resources – ALEAT Goal #2

Goal #2: By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close the achievement gaps.

*****Planning for Goal #2 should be developed across a three year span beginning with the 2010-2011 school year*****

LEA SMART Goal: The LEA should create a SMART goal based on the results of their Comprehensive Needs Assessment. SMART goals must contain all 5 elements: specific, measureable, achievable, realistic and time bound.

Required Strategies (The LEA must address each of the required strategies below with a minimum of two action steps):

- **Strategy #1- Equitable Distribution of Effective Teachers and Principals**
The LEA systematically monitors the highly qualified assignment of teachers and principals based on student demographics and ensures that *all core academic subjects are taught by highly qualified, effective teachers* (see ADE Resources “Proxy Indicators” under Goal #2 for guidance).
- **Strategy #2- Recruitment and Placement of Highly Qualified, Effective Teachers and Principals**
The LEA successfully recruits highly qualified, effective teachers and principals and makes equitable placements in all schools, all classrooms and all programs.
- **Strategy #3-Retention of Highly Qualified, Effective Teachers and Principals**
The LEA actively implements a retention program to ensure that highly qualified, effective teachers and principals are retained across all schools and programs servicing all students. Title II-A or other appropriate funds are used to support retention in all schools.
- **Strategy #4- Professional Development Aligned to a Comprehensive Needs Assessment**
The LEA’s annual Comprehensive Needs Assessment includes the following components: Student Academic Data, School Climate/Culture Data, Equity Data, SAI Data, Recruitment Data, Retention Data, HQT Criterion Data, Teacher’s Years of Experience, Teacher Attendance, Teacher and Principal Evaluation Data. The LEA should document that professional development is targeted based on the results of the Comprehensive Needs Assessment (See ADE Resources-“Connecting the Dots” and “Needs Assessment-Title II Components”).
- **Strategy #5- Implementation of the Teacher/Principal Evaluation Framework**
The LEA has a plan in place that ensures implementation of the Arizona Framework for Measuring Educator Effectiveness (teacher and principal) no later than the 2012-2013 school year.

Reminder: Each LEA is expected to complete a Comprehensive Needs Assessment as a part of their Title II planning process (see ADE Resources-“Needs Assessment-Title II Components” under Goal #2 for guidance).

Considerations in the development of Action Steps:

- Review/revise the policies, procedures and processes for tracking placement of highly qualified, effective teachers and principals across the LEA, across/ within grades levels and within core academic content areas.
- Does the LEA have activities that support the equitable distribution of effective teachers/principals? Review identified proxy indicators of effective teachers (see ADE Resources “Proxy Indicators” under Goal #2 for guidance).
- Does the LEA have written policies, procedures, and processes that support the hiring and placement of highly qualified teachers and principals? Are all core academic content teachers highly qualified at the time of hire?
- Does the LEA have activities that support the recruitment of effective teachers/principals in identified areas of need?
Consider the following:
 - Marketing/Recruiting
 - Recruitment & Retention Stipends

Resources – Proxy Indicators

Arizona Department of Education *Achieving Equity in Teacher Distribution*

Arizona's Achieving Equity in Teacher Distribution Proxy Indicators

I. School Indicators

| Indicator | Description/Definition |
|--|--|
| School Title I Status | Title I provides financial assistance to local educational agencies to meet the needs of special educationally disadvantaged children at preschool, elementary, and secondary school levels. The Title I status of each school included in the <i>Achieving Equity in Teacher Distribution</i> study is the primary point of disaggregation to identify equity issues. |
| Principal Total Years of Experience | The total number of years of experience as a principal regardless of school. SY 09-10 is counted as 1 year. |
| Principal Total Years at Current School | The number of years the principal has occupied the principal position at their current school. SY 09-10 is counted as 1 year. |
| Availability of School Programs | Advanced Placement (AP): AP is a program that offers college level and rigorous courses for high school students. Advancement via Individual Determination (AVID): AVID is a program offered at schools in grades 7-12 designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Concurrent Enrollment (CE): Concurrent Enrollment is a program where high school students can enroll in a college/university course and earn college/university credit for that course. Career & Technical Education (CTE): CTE is a program in grades 7-12 to prepare students for workforce success and continuous learning. Dual Enrollment (DE): Dual Enrollment is a program where high school students can enroll in a high school & college course simultaneously & receive both high school & college credit for that course. International Baccalaureate (IB): IB is an internationally acceptable university admissions qualification program offered at high schools. |
| Standards Assessment Inventory (SAI) Equity Standard | SAI is a 60 item electronic survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standards. Equity Standard Questions: 24. At our school, we adjust instruction and assessment to meet the needs of diverse learners. 33. Teachers show respect for all of the student sub-populations in our school (e.g. poor, minority). 37. Teachers at our school expect high academic achievement for all of our students. 44. We are focused on creating positive relationships between teachers and students. 59. Teachers receive training on curriculum and instruction for students at different levels of learning. |
| SAI Leadership Standard | Leadership Standard Questions: 1. Our principal believes teacher learning is essential for achieving our school goals. 18. Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues). 45. Our principal fosters a school culture that is focused on instructional improvement. |
| SAI Quality Teaching Standard | Quality Teaching Standard Questions: 17. The professional development that I participate in models instructional strategies that I will use in my classroom. 25. We use research-based instructional strategies. 60. Our administrators engage teachers in conversations about instruction and student learning. |

Resources – School Fast Facts

School Fast Facts Sheet - School Year 2009-2010

DISTRICT: Tucson Unified District

SCHOOL: *SAMPLE* Middle School

| School Information | | | | |
|---|------|---------------------|---------|---------|
| Title I Status: | | Targeted Assistance | | |
| AYP Determination: | | Not Met | | |
| Percent Free/Reduced: | | 67 | | |
| Number of SEI Classrooms: | | 4 | | |
| Principal Experience | | | | |
| Total Years: | | 4 | | |
| Years at Current School: | | 4 | | |
| Standards Assessment Inventory (Leadership Standard) | | | | |
| SAI is a 60 item electronic survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standards. There are 5 questions for each of the 12 NSDC standards. The average Leadership Standard score below is on a scale from 0 (never) to 4 (always). The questions are: | | | | |
| 1. Our principal believes teacher learning is essential for achieving our school goals. | | | | |
| 10. Our principal's decisions on school-wide issues and practices are influenced by faculty input. | | | | |
| 18. Our principal is committed to providing teachers with opportunities to improve instruction. | | | | |
| 45. Our principal fosters a school culture that is focused on instructional improvement. | | | | |
| 48. I would use the word, empowering, to describe my principal. | | | | |
| Leadership Standard Avg. Score: | | 2.4 | N = 23 | |
| 2010 AIMS Data (Percent Meeting/Exceeding) | | | | |
| Grade | Math | Reading | Writing | Science |
| 3 rd | | | | |
| 4 th | | | | |
| 5 th | | | | |
| 6 th | 27 | 63 | 61 | |
| 7 th | 32 | 68 | 74 | |
| 8 th | 41 | 66 | | 52 |
| 2012 (10 th) | | | | |
| 2011 (11 th) | | | | |
| 2010 (12 th) | | | | |

| Content Competency (HQ) Criterion for Core Academic Positions | | |
|---|--------|---------|
| -Numbers represent teaching positions; teachers can be assigned to more than one position at one or more schools. Therefore, these numbers are duplicate counts and may not add up to the number of core academic teachers below. | | |
| | Number | Percent |
| Not Highly Qualified: | 4 | 11% |
| Highly Qualified (detailed below): | 33 | 89% |
| AEPA (Rigorous State Exam): | 17 | 46% |
| 24 Sem. Hrs./Major or Advanced Degree: | 5 | 14% |
| HOUSSE (Grandfathered in on experience & limited content coursework): | 11 | 30% |
| Other: | 0 | 0% |
| Core Academic Teacher Information | | |
| Number of Core Academic Teachers: | 27 | -- |
| Bachelor's: | 16 | 59% |
| Master's: | 11 | 41% |
| Doctorate: | 0 | 0% |
| Teacher Absences (Fall Semester, 2009) | | |
| 0 to 4 Days: | 15 | 56% |
| 5 to 9 Days: | 9 | 33% |
| 10 to 14 Days: | 3 | 11% |
| More than 14 Days: | 0 | 0% |
| Years of Experience (Total) | | |
| 0 to 3 Years: | 10 | 37% |
| 4 to 6 Years: | 3 | 11% |
| 7 to 10 Years: | 4 | 15% |
| More than 10 Years: | 10 | 37% |
| Years at Current School* | | |
| 0 to 3 Years: | 7 | 26% |
| 4 to 6 Years: | 5 | 19% |
| 7 to 10 Years: | 6 | 22% |
| More than 10 Years: | 9 | 33% |

Retention data were not collected in SY 09-10. Data collected in SY 10-11 were used for teachers teaching at the school in SY 09-10.

| Student Population Based on October 1 st , 2009 Enrollment | | | | | | | | | | | | | |
|---|----|------|----|-------|---|------------------|----|----------|----|-----------------|---|-------|----|
| Female | | Male | | Asian | | African American | | Hispanic | | Native American | | White | |
| N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 243 | 44 | 305 | 56 | 17 | 3 | 64 | 12 | 212 | 39 | * | * | 251 | 46 |
| | | | | | | | | | | | | 548 | |

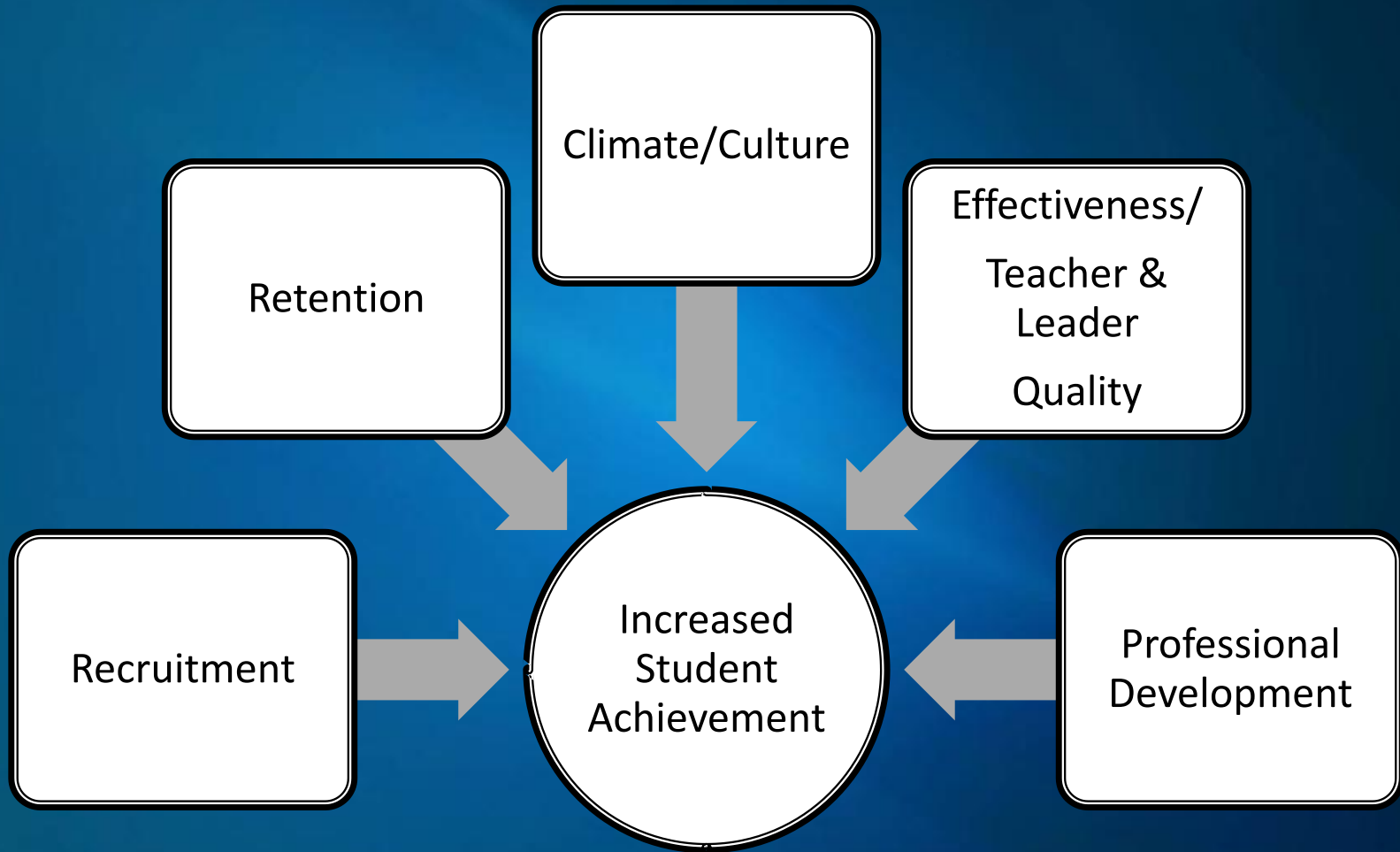
Resources – Title II Expenditures

Guidance on Expenditure of Title II-A Funds

SY 2011-2012

| | |
|---|--|
| <p>Title II expenditures must address the equitable distribution of highly qualified, effective teachers and the LEA Continuous Improvement Plan (CIP). All core content teachers must be highly qualified at the time of hire by the LEA or at the point of transfer into a new position within the LEA.</p> | |
| EXPENDITURE | |
| Recruitment of HQ Teachers & Principals | <p>Guidance:</p> <ul style="list-style-type: none"> • Use of recruitment stipends to recruit initial hires and district transfers who are assigned to teach core academic subjects in which there exists a documented shortage of highly qualified teachers within a school or LEA, or to achieve the "equitable distribution of effective teachers". • Recruitment fees for Teach for America or Arizona Teaching Fellows are allowable Title II expenses. • Recruitment website fees are an allowable expense. • Job fair registration fees are an allowable expense. • Travel/per diem must adhere to the approved State rate. • Salary and benefits for recruiters are NOT an allowable expense. • State certification fees are NOT an allowable expense. |
| Retention of HQ Teachers & Principals | <p>Guidance:</p> <ul style="list-style-type: none"> • Use of retention stipends to promote the retention of highly qualified and appropriately certified core academic teachers who have a record of success in helping low-achieving students improve their academic achievement, particularly students from economically disadvantaged families, students from remedial and ethnic minority groups, and students with disabilities. • Retention stipend for principals is allowable if they have 100% of their positions staffed by highly qualified teachers by the first day of school with students. Payment of the stipend may not occur until the highly qualified status is verified by ADE. • A Title II bonus may NOT be used to encourage teachers to turn in a signed contract. |
| Teacher Reimbursements | <p>Guidance:</p> <ul style="list-style-type: none"> • Print Highly Qualified Teacher report from HQT System online. • Determine if amount requested to address the "equitable distribution of effective teachers is reasonable, appropriate and in alignment with the LEA Continuous Improvement Plan. • Teacher reimbursement for AEPA core content exams to become highly qualified is permitted in order to build capacity in the LEA. Reimbursement is ONLY allowed for positions that the LEA determines will be needed, based on the results of their comprehensive needs assessment. The cost for an AEPA exam is \$105. • Capacity building may also include the costs to support passing an AEPA content exam : <ul style="list-style-type: none"> ➢ Purchase Expanded Diagnostic Feedback for failed exam. ➢ Tutoring/study materials to pass exam. ➢ Reimburse for Test Preparation Seminars. ➢ Limited coursework in content area to prep for test. • Tuition reimbursement for coursework to become highly qualified is permitted in order to build capacity in the LEA is appropriate if an AEPA exam for that content area does not exist. • A stipend may be provided to individuals to build capacity as a part of: <ul style="list-style-type: none"> ➢ Grow Your Own- Special Education teachers. ➢ Grow Your Own- Core Academic paraprofessionals. • Reimbursement of fees to participate in National Board Certification is an allowable expense. • Title II funds may NOT be used to get a teacher appropriately certified. |
| Professional Development | <p>Guidance:</p> <ul style="list-style-type: none"> • Professional development must meet National Staff Development Council Standards (NSDC). • Private school expenditures of Title II funding must be detailed in the application and based on a needs assessment and professional development plan. • Travel/per diem must adhere to the approved State rates. • Materials/supplies for professional development should be broken out separately from general supplies/materials on the consolidated application. • Details regarding conference travel and registrations must be an Action Step on ALEAT tied to Reading/LA Proficiency, Mathematics Proficiency or the Highly Qualified, Effective Teachers & Principals Goal #2. • All professional development activities must be described in an Action Step on ALEAT tied to Reading/LA Proficiency, Mathematics Proficiency or the Highly Qualified, Effective Teachers & Principals Goal #2. • Funds for substitute teachers and teacher stipends to provide training must be an Action Step on ALEAT tied |

Achieving Equitable Distribution



Conditions Affecting Equity

| Achieving Equitable Distribution of Effective Teachers | | | |
|---|--------------------|----------------------------------|-----------|
| Condition | Possible Solutions | Challenges to Possible Solutions | Resources |
| Differentiation in Teacher Quality (New Teachers, Experience, Effectiveness, etc.) | | | |
| Recruitment of Teachers at Particular Schools | | | |
| Retention of Teachers at Particular Schools | | | |
| Teacher Shortages in Particular Content Areas (Mathematics, Physics, etc.) Regardless of School | | | |
| Leadership (LEA and/or School) | | | |
| Climate/Culture/Working Conditions (LEA and/or School) | | | |
| | | | |
| | | | |

Additional Resource Links

- **TQ Center (National Comprehensive Center for Teacher Quality)**
<http://www.tqsource.org/>
- **Insuring The Equitable Distribution of Teachers: Strategies for School, District, and State Leaders**
<http://www.tqsource.org/publications/EnsuringEquitableDistributionTeachers.pdf>
- **America's Opportunity: Teacher Effectiveness and Equity in K-12 Classrooms**
<http://www.tqsource.org/publications/2009TQBiennial/2009BiennialReport.pdf>
- **Key Issue: Increasing Teacher Retention to Facilitate the Equitable Distribution of Effective Teachers**
http://www.tqsource.org/publications/KeyIssue_TeacherRetention.pdf
- **The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities. (TQ Research & Policy Brief)**
<http://www.tqsource.org/publications/August2009Brief.pdf>
- **Teacher Recruitment: Staffing Classrooms with Quality Teachers**
<http://www.nga.org/Files/pdf/RECRUITMENT.pdf>
- **Improving the Distribution of Teachers in Low-Performing High Schools**
http://www.all4ed.org/files/TeachDist_PolicyBrief.pdf
- **Addressing the Teacher Qualification Gap**
http://www.americanprogress.org/issues/2008/11/pdf/teacher_qualification_gap.pdf

Contact Information

- Patty Hardy, Effective Teachers and Leaders
Director: patty.hardy@azed.gov
- Marilyn Gardner, Effective Teachers and Leaders
LEA Specialist: marilyn.gardner@azed.gov
- Rosemary Gaona, Effective Teachers and
Leaders LEA Specialist:
rosemary.gaona@azed.gov
- Todd Petersen, Effective Teachers and Leaders
Data Specialist: todd.petersen@azed.gov
- OR call 602-364-1842